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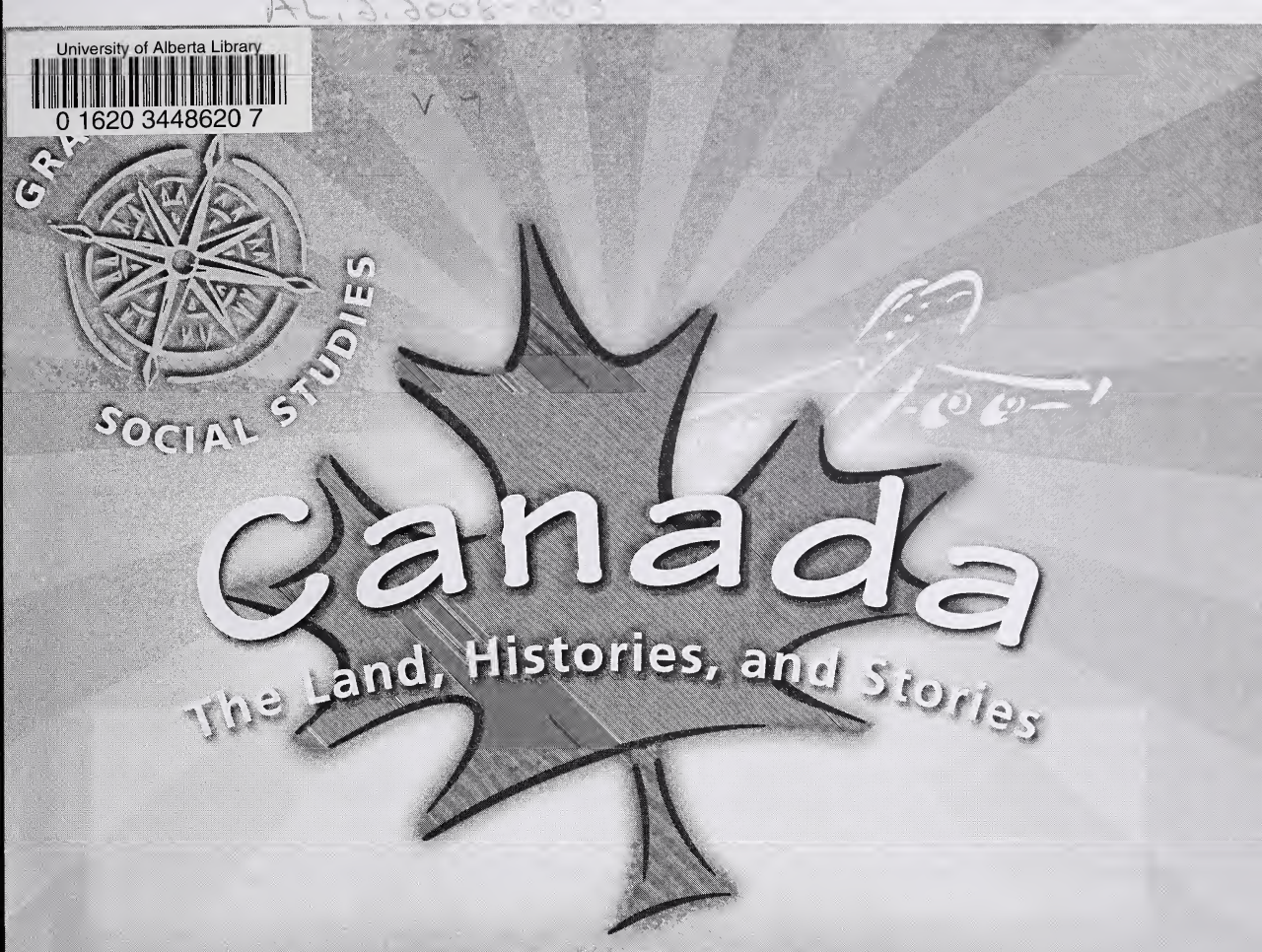

Home Instructor's Guide and Assignment Booklet 9B

Module 9

Celebrate Beautiful British Columbia

Alberta Education

Grade 5 Social Studies
Module 9: Celebrate Beautiful British Columbia
Home Instructor's Guide and Assignment Booklet 9B
ISBN 978-0-7741-2965-7

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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Education, **http://www.education.gov.ab.ca**
- Learning Resources Centre, **http://www.lrc.education.gov.ab.ca**
- Tools4Teachers, **http://www.tools4teachers.ca**

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Chapter Summaries

Chapter 8: Preserving Wild Salmon

Objective

The student examines issues surrounding the fishery on Canada's West Coast. The student analyzes how people in Canada interact with the environment and examines how conservation practices are not solving the sustainability of fisheries. New problems are always arising. Some of the new problems with the fishery are discussed.

Instructional Strategies

Discuss fishing techniques with your student, and talk about how these techniques create problems for fish. Ask the student to tell you about conservation practices. When he or she has completed the chapter work, have the student also tell you about new problems surrounding the fishing industry.

At the end of the chapter, discuss why the fishery is important—both economically and culturally—to British Columbia. Assist your student with any further research he or she might wish to do.

At the end of the chapter, the student works in Assignment Booklet 9B.

Chapter 9: Salmon Boy—A Haida Story

Objective

The student reads a Haida story to appreciate how the land sustains communities and to examine the diverse ways that people have of living with the land. The student explores different ways in which care and concern for the environment—particularly the salmon fishery—can be demonstrated by the choices and actions made by people.

Instructional Strategies

The student reads a story from the Haida culture. Have the student tell you the story in his or her own words.

Discuss with the student how the story illustrates care and respect for salmon by not catching more than is needed and by not wasting any part of the fish.

Help the student locate other First Nations stories by visiting the library to find books or by doing some searches on the Internet.

Website

The Canadian Museum of Civilization website is an excellent resource to study West Coast First Nations stories:

http://www.civilization.ca/aborig/grand/grandeng.html

Chapter 10: The Tree of Life

Objective

The student critically examines how the natural environment and geography determined how the forest resources were used by First Nations cultures of the West Coast.

Instructional Strategies

Try to supply a piece of natural cedar (a cedar shingle would work well) for the student to examine, touch, and smell. Point out anything in your household or yard that is made of cedar.

Discuss the attributes of cedar wood as a building resource. Oils in the wood act as a preservative and also protect the wood from insects.

Discuss how West Coast First Nations people used cedar for their houses, canoes, totem poles, clothing, and baskets. Have the student explain why it was important that clothing be waterproof in this area of Canada.

To see examples of Coast Tsimshian or Haida-style rain hats and Chilkat blankets, assist the student with a general search on the Internet. Or you can go to the Canadian Museum of Civilization site:

http://www.civilization.ca

Recommended reading includes the following books:

- *Sea and Cedar: How the Northwest Coast Indians Lived*, by Lois McConkey
- *Ninstints: Haida World Heritage Site*, by George F. MacDonald

At the end of the chapter, the student works in Assignment Booklet 9B.

Chapter 11: At the Water's Edge

Objective

In this chapter, Leijin and the Borowsky family have just returned from a trip to Haida Gwaii. The student examines the way of life of the Haida people and looks at how their traditional way of life was unique. Their beliefs demonstrate their relationship with the land.

Instructional Strategies

Discuss building techniques used by West Coast First Nations people for houses, totem poles, and canoes.

Help the student access the Canadian Museum of Civilization website. It has excellent visual and text information.

At the end of the chapter, the student works in Assignment Booklet 9B.

Chapter 12: Potlatch

Objective

The student learns about the significance of the potlatch to the identity of First Nations people of the West Coast. The student examines how anthropology and archaeology contribute to preserving and understanding First Nations cultures.

Instructional Strategies

Discuss with the student the purpose of potlatch and why it was made illegal at one time. Further discuss how and why the potlatch law was reversed in 1951.

Assist the student with accessing the Virtual Museum of Canada website to view the raising of a memorial totem pole to honour Bill Reid. The Parks Canada website is an excellent resource for information about the Gwaii Haanas National Park Reserve and Haida Heritage Site as well as the watchmen program. Have the student view some of Emily Carr's paintings in books or on the Internet. As well, explore her bold style of painting and the themes she chose to paint.

At the end of the chapter, the student works in Assignment Booklet 9B.

Chapter 13: Early European Explorers

Objective

The student will appreciate and recognize how an understanding of Canadian history and stories contributes to a sense of identity. The student learns about the early European explorers who came to the coast of British Columbia, while other European explorers came overland from the east.

Instructional Strategies

Discuss the major European explorers who came to Canada's West Coast. Examine the contribution of each person to the exploration of British Columbia. Discuss the reasons why these explorers came both by sea and overland.

Help the student select one of the individuals listed in Assignment Booklet 9B to research based on available resources and interest. Be sure the student has the necessary research resources—books, encyclopedias, or the Internet—to write a biographical report.

At the end of the chapter, the student works in Assignment Booklet 9B.

Chapter 14: Forestry and Other Riches

Objective

The student examines the natural resources and major industries in British Columbia to understand and appreciate how physical geography and natural resources affect quality of life.

Instructional Strategies

Discuss the major resources of forestry, mining, fishing, and tourism. Help the student investigate the history of logging and old-growth forests in British Columbia.

Assist the student to appreciate that there are two major points of view regarding forestry. Discuss both of these views. Forests need to be protected because it takes many years to replace centuries-old trees. On the other hand, societies need building materials and pulp and paper products.

At the end of the chapter, the student works in Assignment Booklet 9B.

Chapter 15: The CPR—An Odyssey

Objective

The main objective of this chapter is for the student to assess how the building of Canada's national railway affected the development of Canada.

Instructional Strategies

The student may need some assistance in completing the chart, particularly with the dates of Confederation for each province and territory.

As proposed by Prime Minister John A. Macdonald, discuss the reason for a transcontinental railroad. Review the personalities responsible for the building of the railway, and check the conditions for workers.

Assist the student with exploring the Learn Alberta site and the segment "Railways and Immigration in Canada" at **http://www.learnalberta.ca**.

At the end of the chapter, the student works in Assignment Booklet 9B.

Chapter 16: Symbols of B.C.

Objective

This chapter concludes Module 9: Celebrate Beautiful British Columbia, and it also ends the study of Canada. The student will demonstrate an understanding of the people and stories of British Columbia and Canada by reviewing some of the symbols selected to represent them.

Instructional Strategies

With the student, view and discuss the symbols of Canada and its provinces and territories. Play the "Canadian Symbols Game" with the student.

At the end of the chapter, the student works in Assignment Booklet 9B.

Help the student submit Assignment Booklet 9B to the teacher. Have the student complete the Student Feedback Form for Module 9 and the Student Course Survey. This feedback is important for future improvements to the course.

If a final exam is required, help the student review the course and prepare for the exam.

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ASSIGNMENT BOOKLET 9B

Grade 5 Social Studies
Module 9: Chapters 8–16

Home Instructor's Comments and Questions

_____
Home Instructor's Signature

FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

Student File Number:

_____

Date Submitted:

_____

Apply Module Label Here

Name
Address
Postal Code

Please verify that preprinted label is for correct course and module.

FOR SCHOOL USE ONLY

Assigned Teacher:

_____

Date Assignment Received:

_____

Grading:

_____

Additional Information:

_____
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_____
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Teacher's Comments

_____
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

Mailing

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**

2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

GRADE 5

SOCIAL STUDIES

Canada

The Land, Histories, and Stories

Assignment Booklet 9B

Module 9

Celebrate Beautiful British Columbia

Alberta Education

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 8 Assignment	20	
Chapter 10 Assignment	10	
Chapter 11 Assignment	10	
Chapter 12 Assignment	10	
Chapter 13 Assignment	20	
Chapter 14 Assignment	10	
Chapter 15 Assignment	14	
Chapter 16 Assignment	6	
	100	

Teacher's Comments

Grade 5 Social Studies
Module 9: Celebrate Beautiful British Columbia
Assignment Booklet 9B

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- Tools4Teachers, **http://www.tools4teachers.ca**

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ASSIGNMENT BOOKLET 9B
GRADE 5 SOCIAL STUDIES: MODULE 9
CHAPTER 8 ASSIGNMENT TO CHAPTER 15 ASSIGNMENT

This Assignment Booklet is worth 100 marks out of the total 206 marks for the assignments in Module 9. The value of each assignment and each question is stated in the left margin.

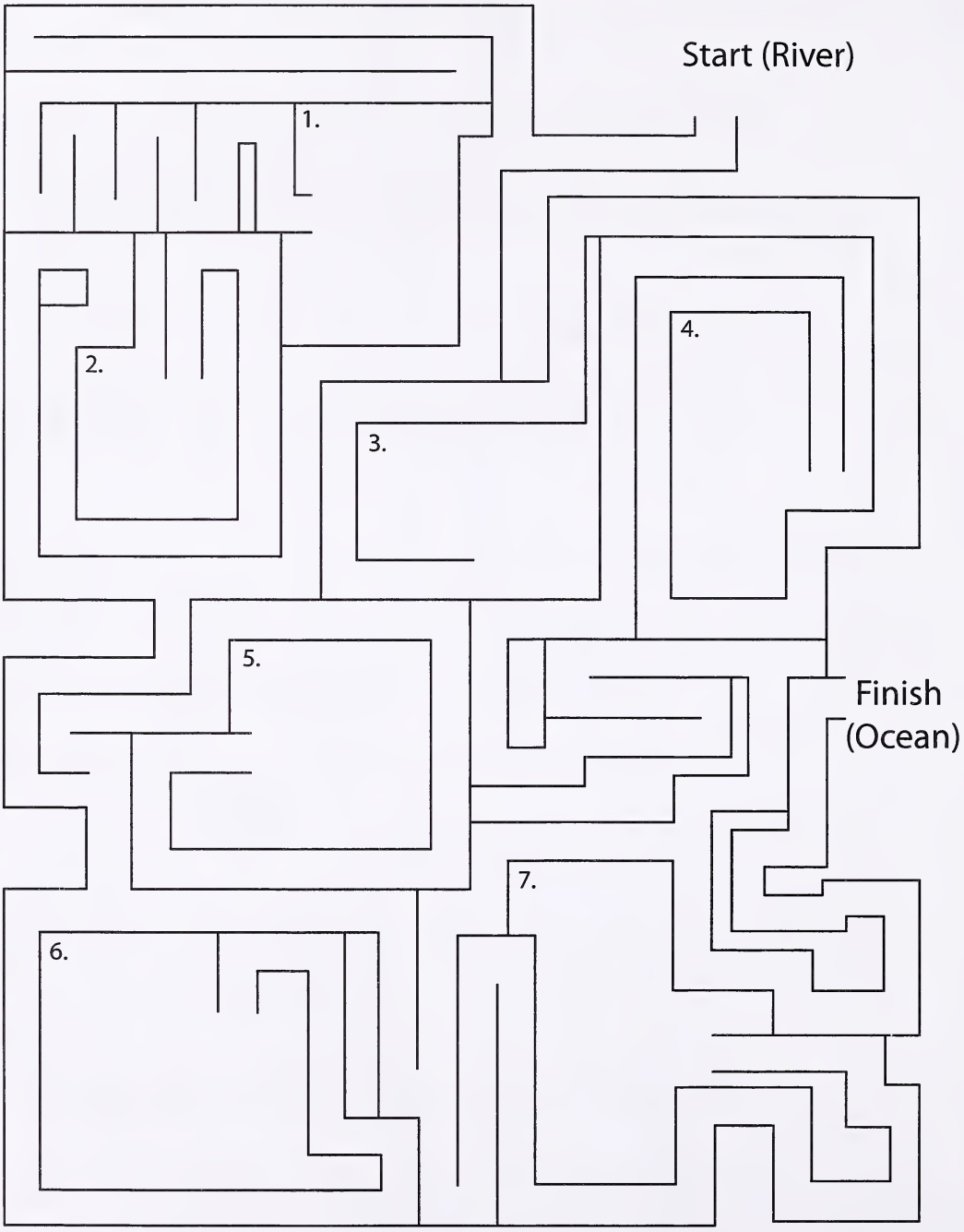
Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

20

Chapter 8 Assignment: Preserving Wild Salmon

8

1. Fill in the following maze to get a young salmon from the river to the ocean. There are many dangers on the way—add seven possible dangers to the maze in the spaces provided. Use information from Chapter 8 to select the dangers that might be waiting for the young salmon.


Start (River)
1.
2.
3.
4.
5.
6.
7.
Finish
(Ocean)

(12)

2. Write a paragraph to explain how people can show respect for wild salmon whose numbers keep declining. Use what you learned about salmon in Chapter 8. Include two examples of protecting salmon in your paragraph. Plan and write your first draft of the paragraph on your own paper. Then write the final copy in the space provided in this Assignment Booklet or use a computer with a word-processing program. If you use a computer with a word-processing program, you may print a copy of your paragraph and attach it to this Assignment Booklet or arrange with your teacher to send it electronically.

Turn to Chapter 9 in the Module 9 Student Module Booklet.

10
7

Chapter 10 Assignment: The Tree of Life

1. First Nations people from the West Coast used cedar trees in many ways. List seven items made from cedar.

   - _____
   - _____
   - _____
   - _____
   - _____
   - _____
   - _____

1

2. Why was waterproof clothing important to First Nations people on the West Coast?

   _____

   _____

2

3. What items of clothing were made to keep the people dry?

   _____

   _____

Turn to Chapter 11 in the Module 9 Student Module Booklet.

10
5

Chapter 11 Assignment: At the Water's Edge

1. Describe the houses built by First Nations people of the West Coast.

   _____

   _____

   _____

   _____

   _____

   _____

(5)

2. Explain why First Nations people of the West Coast were able to build permanent houses that would last for generations, while First Nations people of the plains built temporary houses that could be easily moved. Your answer should include at least two reasons.

Turn to Chapter 12 in the Module 9 Student Module Booklet.

(10)

Chapter 12 Assignment: Potlatch

(5)

1. What did potlatch celebrations mean to West Coast First Nations people?

(4)

2. Why was potlatch outlawed by the federal government?

(1)

3. When was the potlatch law repealed?

Turn to Chapter 13 in the Module 9 Student Module Booklet.

20

Chapter 13 Assignment: Early European Explorers

Captain James Cook **Emily Carr**
Captain George Vancouver **Bill Reid**

Research one of the explorers or artists named above. Use encyclopedias, books, or the Internet to gather information. Write a biographical report of the selected person.

The report should follow this outline.

Assessment Criteria	Possible Mark
Introduction—clearly states the topic	2 marks
Early Life—includes accurate place and time of birth, education, and experience	5 marks
Contribution to British Columbia's History and Identity—information is relevant and accurate	5 marks
Conclusion—clearly ends the report	2 marks
Conventions—writing is legible, sentence structure and mechanics make writing clear	3 marks
Resources—resources used are listed	3 marks
Total	20 marks

You may write the final copy of the report in the space provided in this Assignment Booklet or use a computer with a word-processing program to write the report. If you use a computer, print the report and attach it to Assignment Booklet 9B or arrange to send it electronically to the teacher.

(There is more room for your answer on the next page.)

Turn to Chapter 14 in the Module 9 Student Module Booklet.

10

6

Chapter 14 Assignment: Forestry and Other Riches

1. Describe three ways in which the British Columbia government has tried to manage the forest industry and preserve the nine percent of old-growth forest left in the province.

4

2. The Student Module Booklet described two points of view regarding the forest industry. Give each point of view.

   - _____
   - _____

Turn to Chapter 15 in the Module 9 Student Module Booklet.

14

6

Chapter 15 Assignment: The CPR—An Odyssey

1. It took the efforts of many people to build the CPR, Canada's first transcontinental railway. Each of the following individuals contributed to building the railway. Select two of these individuals, and write how each person was responsible for the railroad's creation.

Prime Minister John A. Macdonald
Donald Smith
Major A. B. Rogers
Sanford Fleming
William Van Horne
Andrew Onderdonk

- _____

- _____

4

2. In a brief paragraph, describe the working conditions of the railroad workers who built the railroad in four years and six months.

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3. This photograph is considered by many people to be the most famous photo in Canadian history.

(1) a. What does the photo show?

_____

_____

(2) b. Why is this event so important?

_____

_____

_____

_____

(1) c. Where was the photo taken?

_____

Turn to Chapter 16 in the Module 9 Student Module Booklet.

6

4

Chapter 16 Assignment: Symbols of British Columbia

Go to the Grade 5 Social Studies Multimedia CD 2, and click on "Symbols of Canada."

1. Select two of the many symbols that represent different features of Canada. Explain why you think each is a good representation of Canada.

   - _____

     _____

     _____

     _____

   - _____

     _____

     _____

     _____

1

2. a. What is Canada's motto, and what does it mean?

   _____

   _____

1

   b. Why do you think it is a good motto for Canada?

   _____

   _____

Turn to the Module Summary in the Module 9 Student Module Booklet.

Home Instructor's Feedback Form for Module 9

Answer the following questions and submit them with the completed Assignment Booklet.

1. In your opinion, what parts of the Student Module Booklet and Assignment Booklets worked best for your student?

2. Were there specific areas with which your student had particular difficulty? If so, what were they?

3. Do you have any other questions, comments, or concerns?

Student Feedback Form for Module 9

Answer the following questions and submit them with the completed Assignment Booklet. This is not a test and there are no marks assigned.

1. What were your favourite parts of this module?

2. What parts did you like the least?

3. What part did you find most difficult?

4. What parts were the easiest?

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